

WML Information Literacy Instruction Assessment 2019-20
Classroom Activity Report – Individual

Faculty Librarian: Ian O’Hara

Semester: Fall 2019

Course Number and Name: OT 494: Evidence Based Research in Occupational Therapy (EP)

Course Instructor (Last Name): Budash

Date(s) of Information Literacy Instruction: 9/24/2019

Time(s) of Information Literacy Instruction: 3:00-4:15pm

Location: ELH 342

Number of Students Registered in Course: 14

Summary of research assignment or task

This is a 400-level evidence-based research course. Students are expected to complete an evidence-based research paper on a clinical research question pertinent to the OT field. They are expected to utilize the PICO framework in order to develop their clinical question and eventually create a research paper utilizing a significant amount of scholarly OT literature in the process.

Classroom Student Learning Outcomes (SLOs) – at least one, no more than three

SLO 1: As a result of this information literacy instruction, students will be able to formulate an effective search strategy based upon mapping their proposed PICO clinical question to a keyword search string utilizing boolean operators.

SLO 2: As a result of this information literacy instruction, students will be able to employ advanced research strategies in order to uncover relevant scholarly literature within their discipline including citation chasing.

How will you know how students are doing as they work toward meeting these outcomes?

Throughout this lesson there were multiple active learning exercises followed by group discussions of the concepts put into practice during said exercises. While the students were working in pairs to complete these activities I was able to circulate throughout the room to ensure they were on the right track and also to answer any questions regarding the concepts and skills demonstrated during the lecture portion of the lesson. Subsequent discussions of these activities as a whole group allowed me to formatively assess the students' grasp of the conceptual

material they had just applied and answer any questions students may still have about the demonstrated concepts. The students were also given workshop time at the end of the class period in order to begin work on their research for their evidence-based research paper. This gave me time to again circulate throughout the classroom and monitor student progress and answer individual student questions while they were in the midst of conducting their research and applying what I just taught them in that process.

Based on your experience teaching this class and any assessment of student work you were able to do, what can you change next time to improve how you teach it? Or, what was successful that you want to be sure to do again the next time you teach it?

The active learning activities in this lesson seemed to be very effective, and the students were very engaged throughout each activity. It may be helpful to more formally assess where each student had arrived in terms of understanding the concepts within the lesson by perhaps incorporating an active learning activity that was more individually focused rather than having each activity be completed in groups. This was a smaller group of students and it may have been worthwhile to have them complete an individualized assignment to better assess which students in the room may need more attention prior to attempting to write an in depth evidence-based research paper.

Information Literacy Program Learning Outcomes (PLOs) – at least one, no more than four – this information literacy instruction supports

PLO1: Students will investigate differing viewpoints that they encounter in their strategic exploration of topics in order to be able to develop their own informed arguments or hypotheses.

PLO3: Students will identify the appropriate level of scholarship among publication types (scholarly journals, trade publications, magazines, websites, etc.) in order to critically evaluate the usefulness of the information for their research need.

PLO4: Students will articulate the key elements in their research questions in order to develop and execute a search strategy.